

# Teachers as Readers

## How to develop a Reading for Pleasure pedagogy across your school



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@HISchoolLibrary

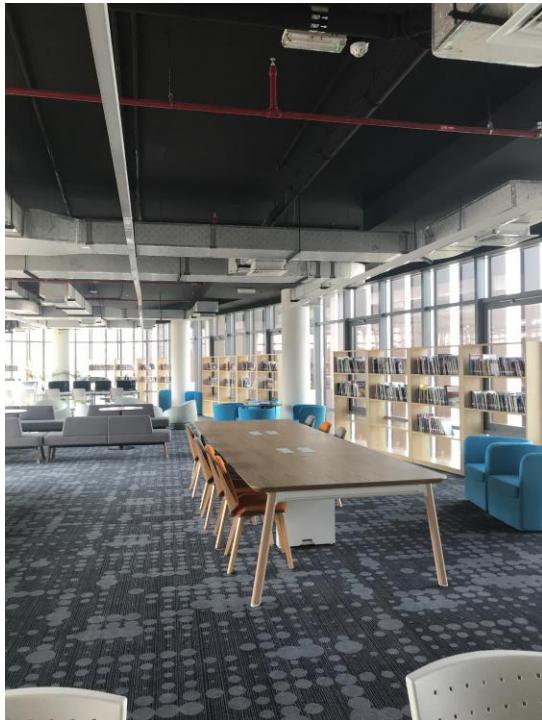
1. Background to the OU Teachers' Reading Group
2. How the Teachers' Reading Groups work
3. What we have done in our school, and what we plan to do!
4. Case Study: Carnegie and Greenaway Awards Shadowing Scheme
5. Conclusion

In our school, we:

Have three libraries – Primary, Secondary, and Professional

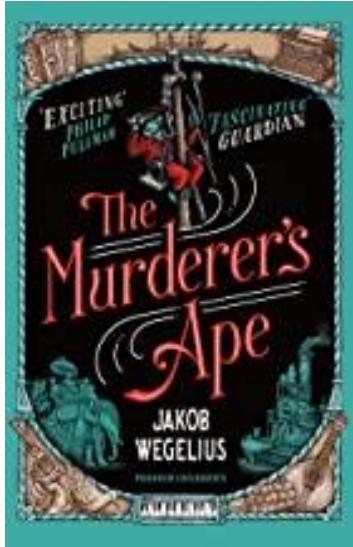
Have 650 students from FSI to Year 10

Have a developing reading for pleasure culture...

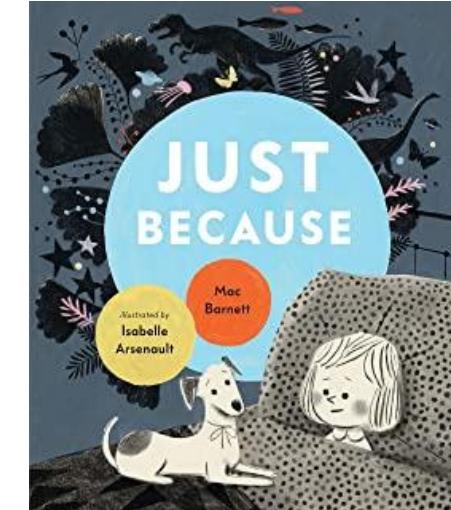


International evidence demonstrates:

- increased attainment in literacy and numeracy (e.g. Sullivan and Brown, 2013)
- improved general knowledge and vocabulary (e.g. Clark and Rumbold, 2006)
- encourages imagination, empathy and mindfulness of others (e.g. Kidd & Castano, 2013)
- new reader to reader relationships and communities of readers (e.g. Cremin et al., 2014)



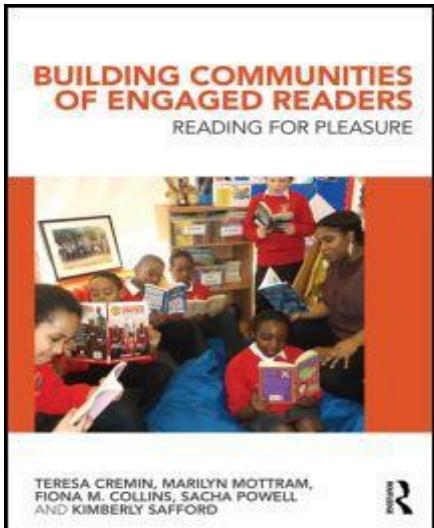
The will influences the skill and vice versa (OECD, 2004)



## The *Teachers as Readers (TaRs)* research

The TaRs research involved:

- **Phase 1:** a survey of 1200 teachers' knowledge and use of children's literature, and their personal practices and preferences as readers in 11 local authorities
- **Phase 2:** a research and development project with teachers from 27 schools in England.



The research revealed the significance of teachers' knowledge of children's literature and of children as readers, it articulated a clear RfP pedagogy and demonstrated the difference that Reading Teachers - teachers who read and readers who teach - can make to building communities of engaged readers.

# To develop children's RfP, the TaRs research showed that teachers need:

1. Considerable knowledge of children's literature & other texts
2. Knowledge of children's reading practices
3. An RfP pedagogy, encompassing:
  - social reading environments
  - reading aloud
  - informal book talk, inside-text talk and recommendations
  - independent reading time
4. To be Reading Teachers - teachers who read and readers who teach
5. To develop reciprocal and interactive reading communities.

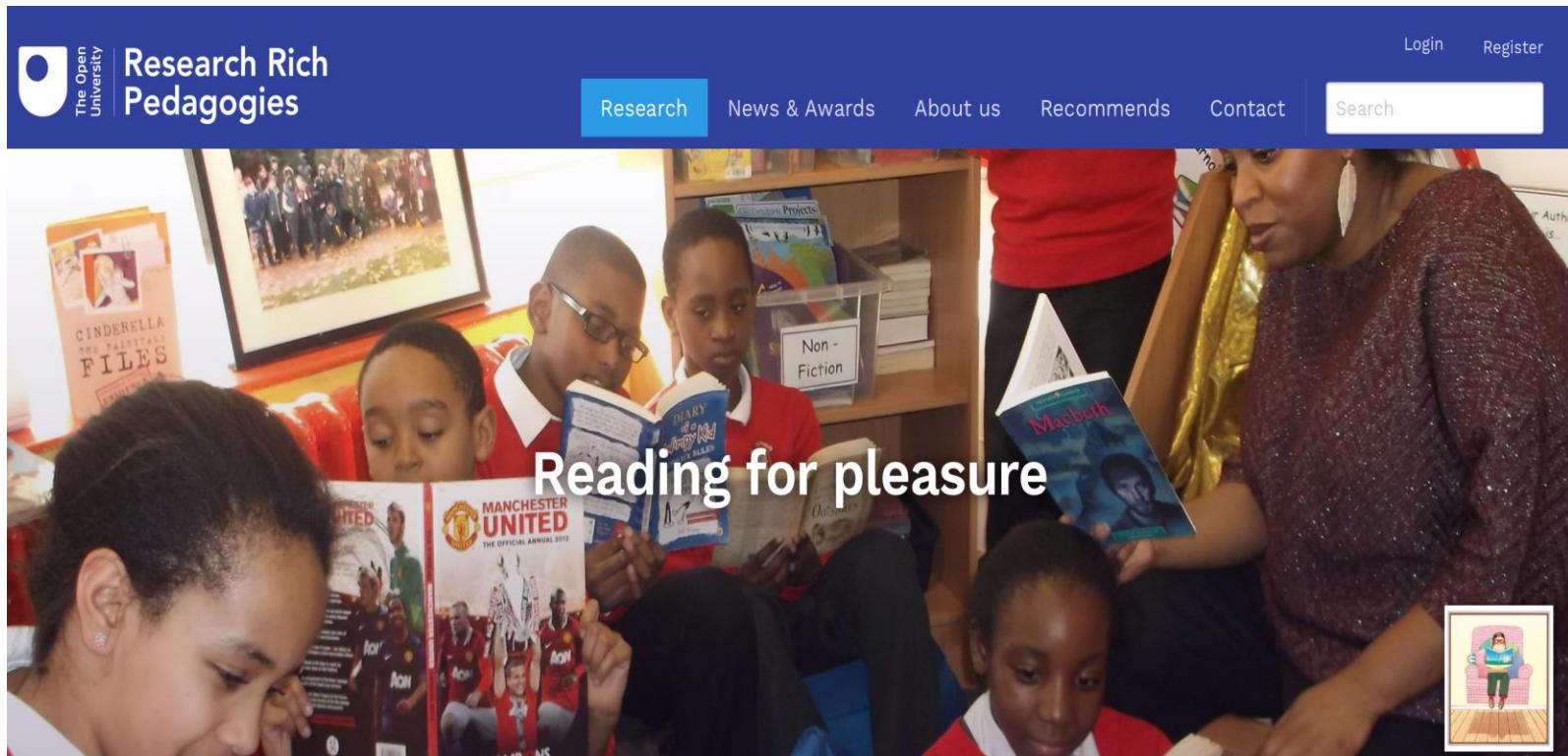
(Cremin et al., 2014)

<https://researchrichpedagogies.org/research/reading-for-pleasure>

## RfP: significant challenges

- Children's attitudes to reading in England are comparatively low compared to their skills (PIRLS, 2017; McGrane, et al., 2017)
- In English speaking countries, England has the lowest ranking for enjoyment and the lowest for pupil engagement in reading (except Australia) (PIRLS, 2017)
- Teacher's knowledge of children's literature is dominated by Dahl and 'celebrity' authors and is insufficient to support reader development (Cremin et al., 2009; Clark and Teravainen, 2015)
- The backwash of assessment and conceptions of reading as proficiency constrain RfP pedagogy which holds back less experienced/less keen readers (Hempel Jorgensen, Cremin, Harris and Chamberlain, 2018)

# The TaRs research is shared on the OU RfP website



[HOME](#) / [RESEARCH](#) / [READING FOR PLEASURE](#)

Reading for Pleasure is surely the entitlement of every child, yet how can we foster readers' desire and engagement? Our research, a two phase OU/UKLA project, examined children's and teachers' reading lives, and established effective ways to support Reading for Pleasure (RfP). [Advice on navigating the web-site can be found here.](#)

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## Explore Research & Examples of Practice

▼ Click a circle



Teachers' knowledge of

# On the site, for each research finding, there are

## Research findings



Teachers' knowledge  
of children's literature  
and other texts



Teachers' knowledge  
of children's reading  
practices



Reading for pleasure  
pedagogy



Reading Teachers:  
teachers who read  
and readers who  
teach



Reading communities

- Self review documents
- Practical classroom strategies
- More research details
- PowerPoints for CPD
- Film clips/interviews
- Examples of Practice (300 +!)

### Also:

- A school development section
- Children's surveys
- Top Texts
- Spotlight on Authors
- News

# Developing enriched professional knowledge and practice

**OU/ UKLA  
Teachers' Reading  
Groups**

2017-8: 34 groups

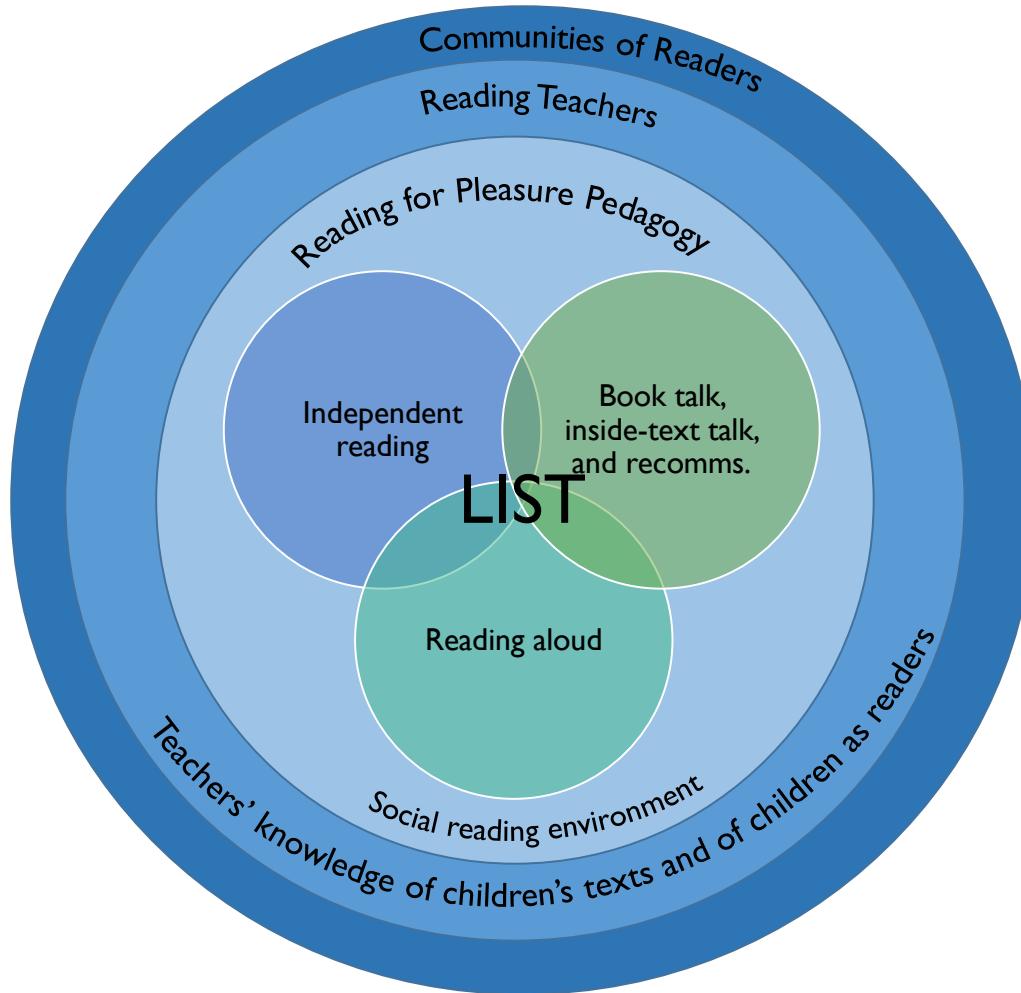
2018-9: 80 groups

2019-20: 90+ groups



**International**  
New York  
Dubai  
Paris  
Melbourne,  
Sydney  
Brisbane  
New Zealand

To develop children's RfP, the TaRs research showed that teachers need to be:



Cremin, 2019

I read  
because...

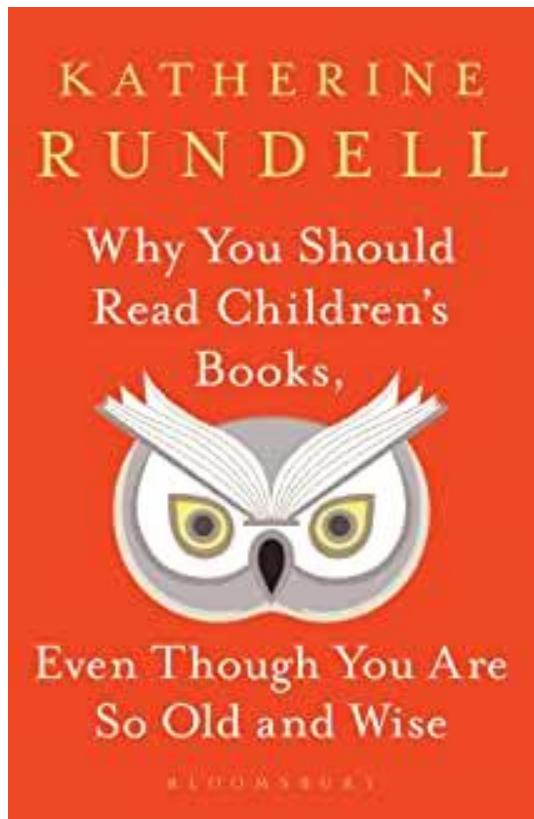
## Reading ...

*“Changes in our concept of reading since 2000 have led to an expanded definition of reading literacy, which recognises motivational and behavioural characteristics of reading alongside cognitive characteristics.”* (OECD, 2016)

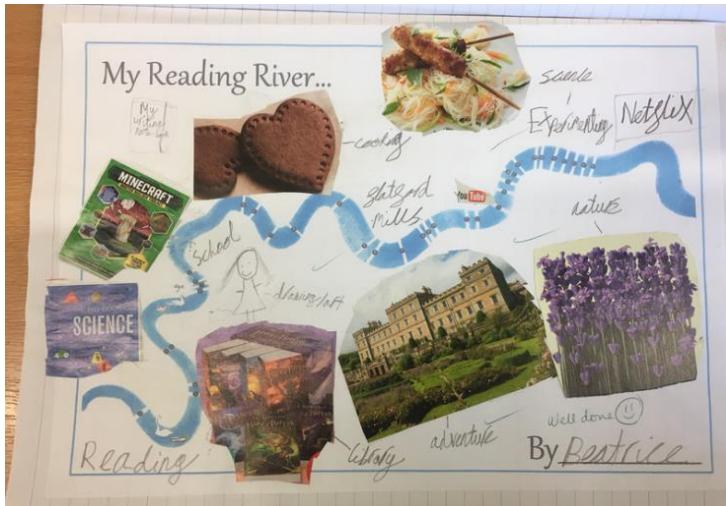


## What are we doing in our Dubai Teachers' Reading Group?

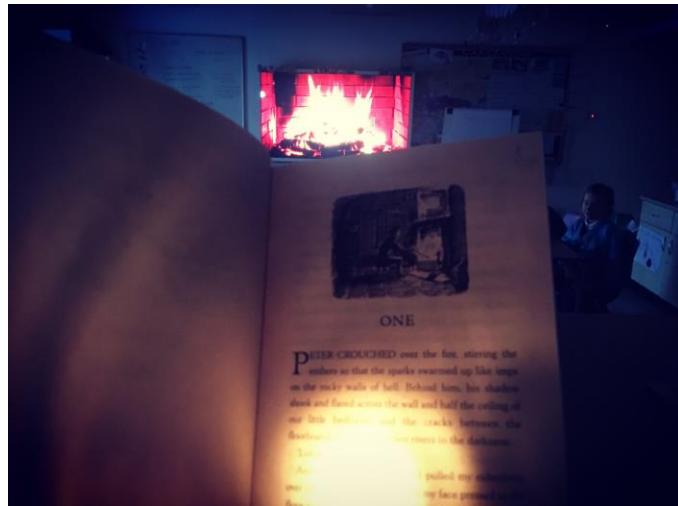
### I. Reading and talking about children's books



## 2. Planning and implementing a research informed, evidence based project related to one of the five strands identified in Teresa Cremin's research.



Reading Rivers



Cosy Reading



Reading Aloud Plus

## Teachers' knowledge of children's literature and other texts



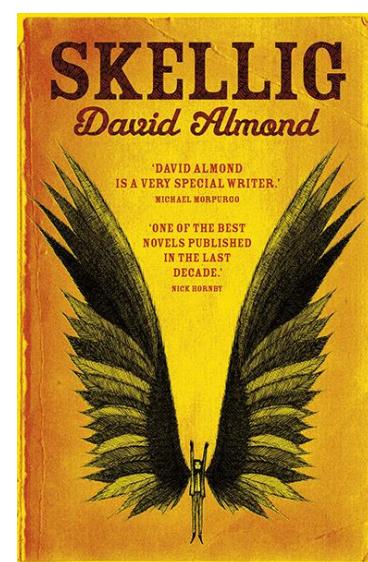
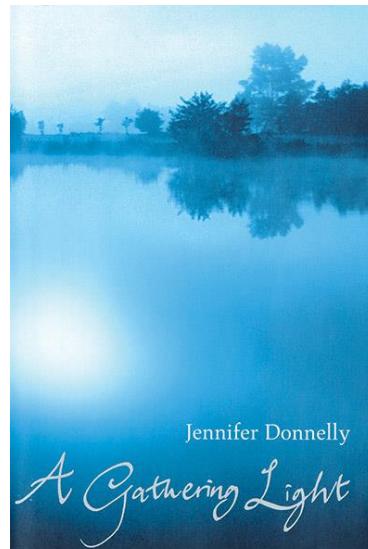
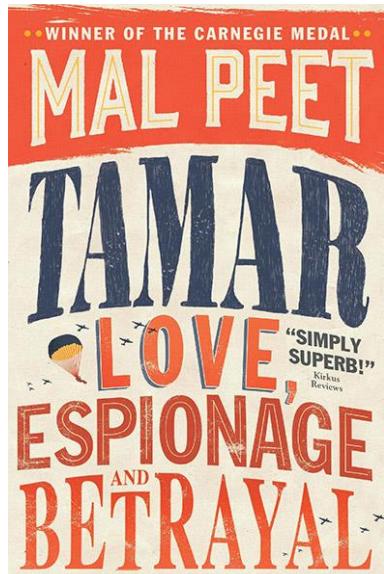
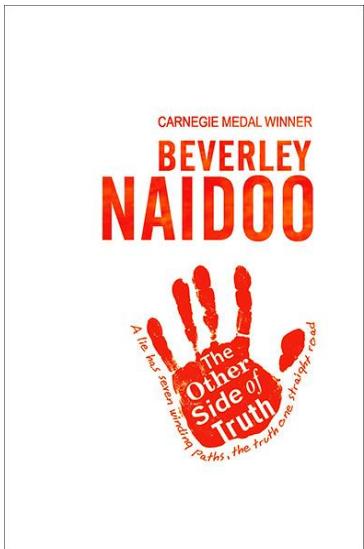
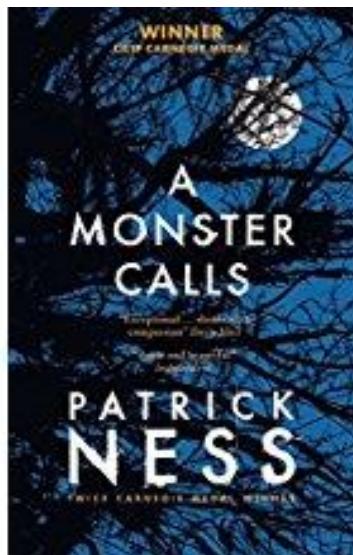
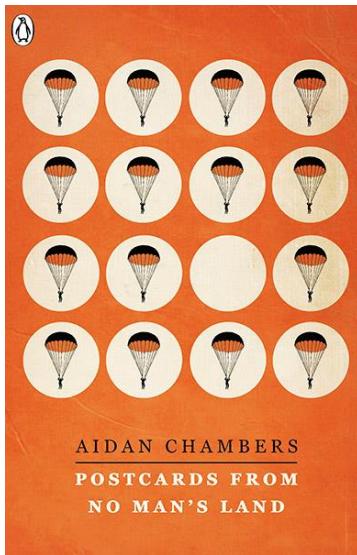
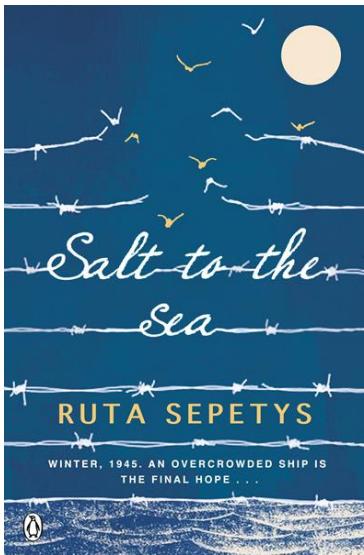
Wordle based on 2,362 teachers' (from 122 Primary and Secondary schools in the UK) responses in the National Literacy Trust survey.

(Clark and Teravainen, National Literacy Trust report, 2015)

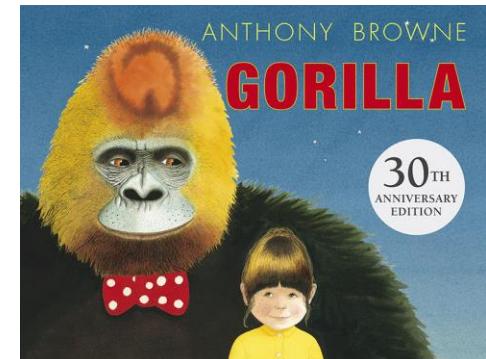
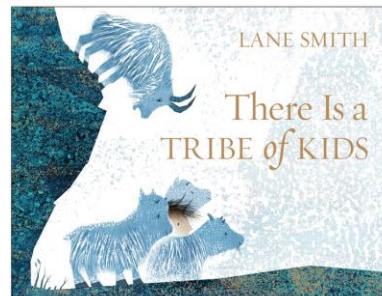
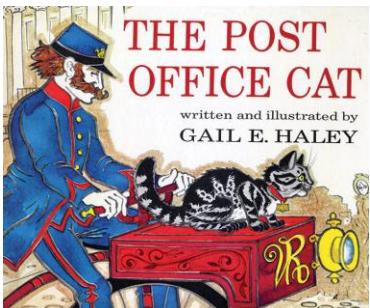
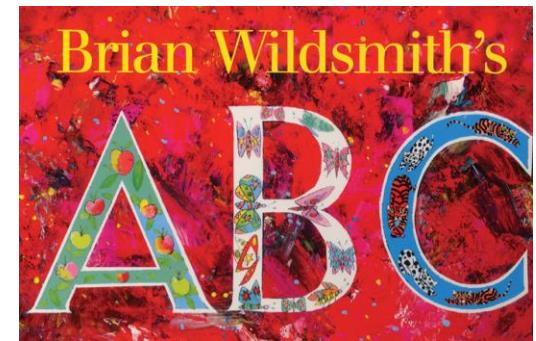
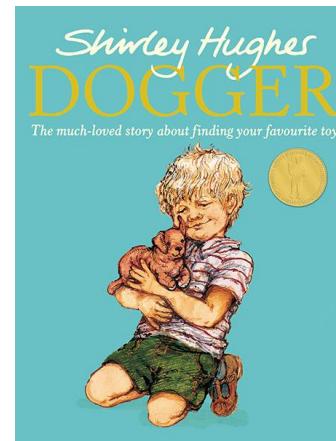
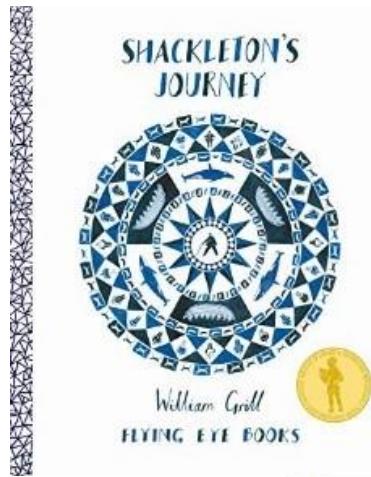
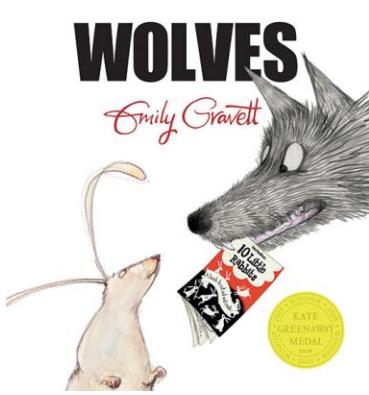
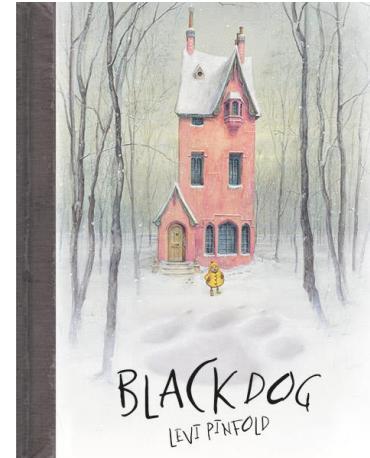
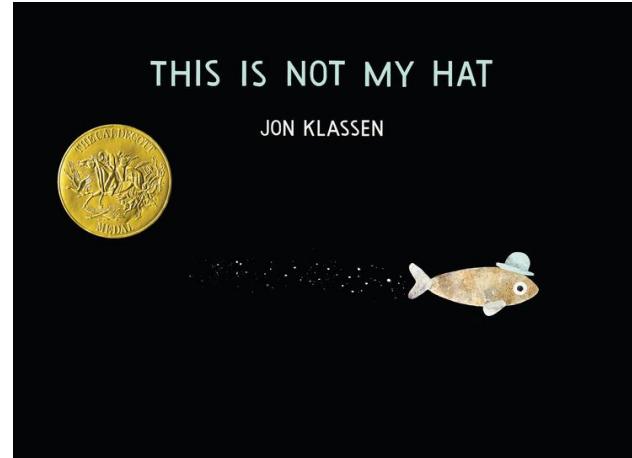
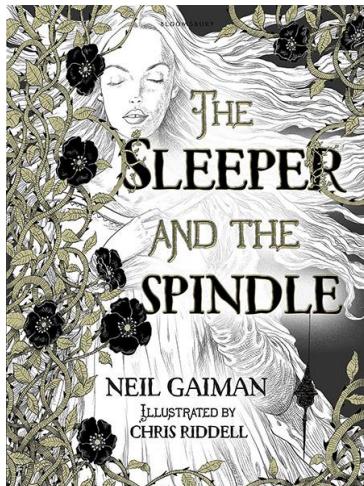
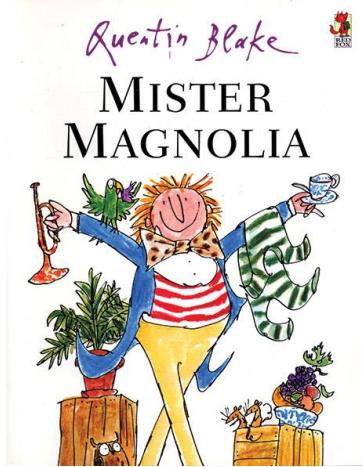


# The CILIP Carnegie & Kate Greenaway Children's Book Awards

## PREVIOUS CARNEGIE AWARD WINNERS



## PREVIOUS KATE GREENAWAY AWARD WINNERS





The CILIP Carnegie  
& Kate Greenaway  
Children's Book  
Awards

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# SHADOWING

THE CILIP CARNEGIE & KATE GREENAWAY CHILDREN'S BOOK AWARDS

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## CILIP Kate Greenaway Medal Shortlist

Find out more about the 2019 CILIP Kate Greenaway Medal Shortlist

[Read More](#)

Children and young people 'shadow' the judging process for the **CILIP Carnegie and Kate Greenaway Children's Book Awards**; they read, discuss and review the books on each shortlist selected by CILIP's panel of Librarian judges and engage in reading related activity online.

Young people taking part are known as 'shadowers'.The scheme has thousands of registered reading groups across the UK and Internationally - engaging tens of thousands of children and young people in reading.

Reading activity takes place from March to June; from the moment that the shortlists are revealed to the final winners announcement.The shadowing process is supported **online**.

CILIP works with specialists, including CLPE (Centre for Literacy in Primary Education) and EMC (English and Media Centre) to create teaching notes and resources to accompany every book on the shortlist.

In addition ALCS, the Authors' Licensing and Collecting Society provide copyright awareness activity packs and Peters, the official book supplier, offer 35% off shortlist packs plus free delivery and free jacketing on all orders.

Amnesty UK provide Human Rights activities for each of the shortlisted books and free publicity materials via their shadowing packs.

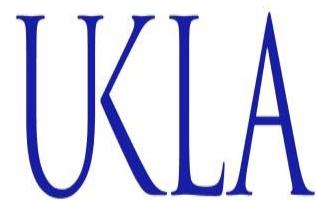
### How to do it with the Teachers' Reading Group?

1. Pilot project with the Greenaway/Carnegie Awards to work with an international shadowing group, and with an OU/UKA Teachers' Reading Group.
2. Make the work research based; Teresa Cremin and the UKLA conducted a research project into how the scheme contributed to a richer RfP culture in 2011.
3. Run it concurrently with Shadowing groups for children.

Please contact me for more information:  
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